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ABSTRACT

Reactions from local educators to the proposed combined Masters Degree Program in Elementary and Secondary Education at Indiana University, South Bend, were elicited in personal interviews, group meetings, written responses, and telephone conversations. Responses and questions are summarized according to the format of the program description under the fields: General Information, Entrance Requirements, Basic Core Area, Subject Matter Competence Area, Elective Areas of Concentration, Independent Study Project, and Summative Evaluation. A section for Additional Comments was constructed for responses not classifiable under the other headings. Appendixes include letters of invitation to selected educators, interview questionnaire, proposed program description, list of invited educators, and list of those attending group meetings. (MB)

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ED131032

Elementary and Secondary Masters Degree Program Revision

Progress Report II

Reactions from Area Educators

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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L. James Walter
Judith A. Redwine
Patricia Haas
Indiana University
at South Bend

September, 1976

SP010 592

Reactions from Area Educators

Two strategies were employed to collect responses from area teachers and administrators. Educators were mailed copies of the proposed program description and an interview schedule. (Copies of these documents are found in Appendix A). First, to receive responses from five area superintendents, individual interviews were conducted. Second, selected building principals and teachers were participants in meetings held in three locations in St. Joseph County. Meetings were held at: Penn High School on May 10, 1976; Jackson Middle School on May 12, 1976; and Beiger School on May 13, 1976. (Appendix B contains a list of educators interviewed either individually or in a group meeting).

Persons who could not attend one of the meetings supplied written responses to the interview schedule questions or provided responses over the telephone. Responses were not collected from each person who was unable to attend a meeting, however.

Oftentimes the educators reported having discussed the program description and interview schedule with members of their teaching staff or co-workers and shared the responses with us as well as their own particular reactions.

Not every educator responded to each of the questions in the interview schedule nor did each comment on every phase of the program. The comments, reactions, concerns and approval expressed by the local educators will be used as program development continues.

Suggestions, comments and questions raised in personal interviews, group meetings, and written responses, and telephone conversations are summarized for the following sections of the program description: General Information, Entrance Requirements, Basic Core Area, Subject Matter Competence Area, Elective Areas of Concentration, and Summative Evaluation. Another section of Additional Comments was added to this summary so that comments which did not seem to fit neatly into any one of the other areas could be included.

General Information

1. Students need a variety of field experiences.

2. Will field experiences for nonteaching students mean that local school corporations will have to absorb additional student teachers?

3. When will Middle School Certification be available?

Entrance Requirements

1. Better entrance counseling and diagnosis of student needs is necessary. Specific courses should be recommended for each student.

2. The writing standard is important.

3. While some levels of proficiency are needed, a writing requirement may not be the answer. Consideration should be given to a student's GPA and score on the Graduate Record Exam.

4. Diagnosis of a student's abilities and testing out for credit are important so there isn't too much repetition.

5. Interviews should be conducted with each graduate student.

Basic Core Area

1. The eight topics listed seem complete.

2. Humanistic competencies, Behavior and Development of Students and communication skills are extremely important.

3. Topics which belong in the Basic Core can be centered around skills in these four areas: Human Relations, Communication, Organization and Motivation.

4. Evaluation, measurement, statistics, and research should be designed for the classroom teacher. The teacher should be able to transfer the skills learned in these areas to his/her own situation.

5. Suggested topics to be considered for inclusion in the Basic Core Area include:
    a. classroom environment and management
    b. instructional planning
    c. student evaluation
    d. interpersonal relations (teacher-student, teacher-teacher, teacher-administrator, teacher-parent, teacher-community)
    e. counseling skills for the classroom teacher
        1. group counseling skills
        2. career planning (vocational, technical, higher education)
    f. instructional strategies (Teachers need alternative ideas.)
    g. reading (Every teacher should be able to diagnose and provide remedial help.)
    h. communication skills
    i. ages and stages of development
    j. sociology
    k. instructional resources (Teachers also need to know about their community and how to take advantage of it as well as how to use the resources of their school effectively.)
    l. school law

m. school finance
r. alternative methods, "Versatility" training
o. organizational skills

Subject Matter Competence Area

1. Outside of education courses should be practical. Teachers need to see how actual content can be implemented.

2. It is advantageous for teachers to build more than one area of certification.

3. Secondary teachers are subject matter experts. They need to have more humanistic competencies.

4. Elementary teachers need more generalization rather than specialization.

5. Use an integrated unit approach instead of teaching subjects in isolation.

6. These courses should not be limited to graduate courses.

Elective Areas of Concentration

1. The areas listed are appropriate.

2. One person felt strongly that Alternative Careers for Teachers should be on a no credit basis. Many others felt that this section could be practical, imaginative, beneficial to individual and school.

3. The following suggestions for the Elective Areas of Concentration and special training needs were given:
   a. coaching at the middle school level
   b. early childhood education
   c. diagnostic skills related to exceptionalities
   d. adolescent psychology
   e. school-community relations
   f. sociology
   g. learning disability training
   h. coaching techniques and athletic director for women
   i. extra-curricular activities (ability to direct and willingness to use that ability are important.)
   j. vocational information
   k. alternative schools
   l. school finance
   m. middle school
   n. multicultural education
   o. special subject areas for elementary education
   p. Exceptional Child Program (name change of existing area in Special Ed.)

Independent Study Project

1. This is an excellent idea if it is a paper and not a thesis.

2. Thesis should be an option for some students.

3. Students could be asked to field test their own educational products.

4. Require 3 hours of I.I. at end where student would be required to put "it" all together.

5. "The Independent Study Project ought to be challenging, rigorous, and not just so much writing. Standards should be established and published. There ought to be a requirement in this area related to original research, data analysis, and application possibilities."

Summative Evaluation

1. Information should be collected throughout the program. Competence can't be assessed on the basis of a small sample. Perhaps students could field test their products.

2. A warranty of some kind could be issued for the degree granting institution.

3. A laboratory criterion-referenced approach could be used.

4. Written tests to verify teachers is ridiculous.

5. Exit requirements of some kind are necessary.

Additional Comments

1. How do you adjust a school that operates as it did 30 years ago with students from a mediated society? Society no longer sends the same kinds of kids to school.

2. "Some of the worst teaching methods I ever saw or ever experienced were on the college (graduate) level. We do tend to teach others in the methods that we ourselves were taught."

3. This program offers more flexibility than in the traditional masters program.

4. Any program is determined by the course description and by the individual instructors.

5. Secondary teachers especially need to accept more responsibility for helping students to learn.

6. This program offers too many opportunities for electives.

7. Add more opportunities for simulation, role playing, etc.

Appendix A

Letters, Interview Schedule, Proposed Program Description

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

TEL. NO. 219—237-4339

April 16, 1976

Dr. A. Dean Speicher, Superintendent
Penn-Harris-Madison School Corp.
Educational Services Center
P.O. Box 302
Osceola, IN 46561

Dear Dr. Speicher:

During the past year the Education faculty at Indiana University at South Bend has been working on a set of revisions to the Elementary and Secondary Masters Degree Programs. A program description which contains many changes from our current program has been proposed.

At this time we are interested in obtaining reactions to the proposed program description from local educators. We would like to interview you after you have had an opportunity to review the enclosed description. During the interview we will ask a specified set of questions. A copy of the interview schedule is included with this letter. Additionally, we are inviting the following people from your corporation to a meeting to obtain their reactions to the proposed program changes.

Dr. A. Dean Speicher
Mr. Philip Lambert
Mr. R. Steven Mills
Mr. Cyril Cole
Mrs. Bertha Anderson
Mr. Mark Marker
Mrs. Marjorie Riemenschneider
Mr. Dennis Cackowski
Mr. Thomas Szumski
Mrs. Dona Pasto
Mrs. Jeannette Gherardi

Each person will be asked to respond to the enclosed interview schedule and proposed program description in a group meeting on Monday, May 10 at 3:30 in the Conference Room at Penn High School.

Even though we will obtain your reactions in an individual interview, we would also like to extend an invitation to you to attend the group meeting.

You will be contacted before the group meeting to schedule your individual interview. If you have any questions, please call Jim Walter, 237-4410 or Judy Redwine, 237-4215.

Sincerely,

L. James Walter

L. James Walter, Ed.D., Director
Secondary Education Program

Judith A. Redwine

Judith A. Redwine, Ph.D., Director
Elementary Education Program

LJW/JAR:br
Enc.

Interview Schedule

1. What are the skills that are so important that every teacher needs to master them?
   (What topics need to be added to the Basic Core Area?
   What topics could be deleted from the Basic Core Area?)

2. Besides expertise in the subject matter he teaches, what are the areas of specialization which would be valuable for a teacher in your school to possess now or in the future?

3. Are there special training needs in areas related to education which you see as being necessary or desirable?

4. As you perceive the role of the teacher at the present time, does the proposed masters program have omissions in it or place value on things which are not important?

5. What topics or procedures, i.e. admission standards, exit requirements, etc., are not in the proposed masters program which should be considered because of the way you view the future direction of education?

6. Are there any other questions you have or comments you wish to make?

Working Draft

Proposed Elementary and Secondary Education Masters Program

Division of Education

I.U.S.B.

April, 1976

The proposed combined Masters Degree Program in Elementary and Secondary Education contains six major components: Entrance Requirements, Basic Core Area, Subject Matter Competence Area, Elective Areas of Concentration, Independent Study Project Area, and an Evaluation Requirement.

The general program description you have received includes a rationale for each of the six program components as well as additional information to help clarify the intent.

General Program Information

The program is designed for elementary, junior high/middle school, and high school teachers. The Basic Core Area will provide each student with the skills that are common to teachers at every level. The remainder of each student's program will allow for flexibility for the individual student.

After a diagnosis of the student's interests, knowledge, skills and attitudes, the student and faculty advisor(s) will jointly plan the student's program of studies.

Portions of the program are organized on a performance basis. The Basic Core Area will be the first area to be organized on a performance basis. A student's performance will be compared with predetermined program objectives and not with the progress of other students. Appropriate components of the program will be individualized so that students can progress at their own rates.

Supervised field experiences will be integrated into each student's program. Because the program is designed to provide professional certification for teachers, extensive field experiences will be integrated into the Basic Core Area and other areas. These experiences will be systematically planned to help "bridge the gap" between theory and practice.

After admission to the program, the student will have 6 years to complete a minimum of 36 hours of course work.

I. Entrance Requirements

Rationale: In a few cases students may not possess sufficient ability to be successful in graduate courses. They will not be admitted until they can demonstrate writing competence.

For students who meet the writing competence requirement a faculty advisor will have information relative to a student's present interests, knowledge, skills, attitudes in order to plan a program of studies.

(The only major deviations we have from what is in the Bulletin currently are the following points:)

1. A diagnosis will be made of each applicant's knowledge, skills, and attitudes in the Basic Core Area. Based on the results of initial diagnosis students may "test out of" Basic Core Areas and substitute other courses.

2. Each applicant's writing competence will be assessed. The applicant must meet minimum standards set by the faculty to be admitted to the program. Remedial writing experiences will be provided to students who need help in meeting the writing competence requirement.

II. Basic Core Area (approximately 15 credit hours)

Rationale: Teaching is a very complex role. In the past much overlap between topics in various courses has been found. There exist specific, identifiable teaching concepts which are common to teachers of elementary, junior high/middle and high school students. This area will systematically present these common elements in an individualized mode.

The following is a list of topics not courses. After each topic additional information is given which shows possible content in each topic area.

The subject matter in the Basic Core Area will be common to all students pursuing a master's degree whether they are in elementary, junior high/middle school, or secondary education. In certain courses it may be necessary to individualize course requirements to meet the needs of the student.

1. Behavior and Development of Students

   This area will combine elements of the psychological development of students through the normal school ages (4-19) with learning theories appropriate for students at different stages of development.

2. Curriculum

   This area will provide a macro view of the school program at elementary, middle/junior high and high school levels. Planning, implementing and evaluating curricular designs will be included in the area.

3. Educational Foundations Seminar

   Current topics of current educational concern will be investigated from philosophical, sociological and historical perspectives in this area of the basic core.

4. Evaluation/Research in Education

   Research skills necessary for teachers in many levels of education as well as teacher evaluation and skills related to the evaluation of student achievement will be the focus of this area.

5. Humanistic Competencies

This area of the Basic Core has two dimensions. Teachers will experience working with groups of students and be introduced to the techniques of group dynamics. The second dimension is that students will focus on facilitating affective learning in classroom situations.

6. Instructional Design and Management

This area deals with designing and managing individualized instructional learning. Students will master instructional design skills which will include strategies for working with varying size groups in a variety of subject areas.

7. Instructional Resources

This section of the program includes the preparation, use and evaluation of instructional resources. Also included are the topics; community resources, A-V techniques, bulletin boards and using sponsored materials.

8. Instructional Theories and Strategies

Theories of instruction and appropriate strategies or models of teaching will be considered in this section.

III. Subject Matter Competence Area (approximately 6 credit hours)

Rationale: Each student should add appropriate courses from outside education to his program. These courses should be selected so that each course fits into the student's overall program of studies. The students in junior high/middle school programs are required to take courses to professionalize their teaching certificates. These courses (not limited to graduate courses) can be used to complete certification requirements, be courses that fit into one or more of the areas of alternative study, or be courses of special interest to the student in gaining competence in specific subject matter areas.

IV. Elective Areas of Concentration (approximately 6-15 credit hours)

Rationale: Of critical importance in a one-degree program is an area in which a student may specialize. The student needs to be committed to more than just completing courses to earn a master's degree or a teaching license renewal.

A student is required to select an area of concentration from the available options and develop a high level of expertise or select more than one area and develop broad familiarity with less expertise if this is congruent with his/her professional goals.

Possible topics for courses are listed under each area. Blocks of courses will be developed for each of the Elective Areas of Concentration.

Research Competencies Block

This block will be sequenced with the other area related to research found in the Basic Core Area. Possible components consist of criterion-referenced testing, normative testing, research design, and evaluation.

Humanistic Competencies Block

This block will be sequenced with the other area related to humanism found in the Basic Core area. Possible components include; the teacher as a person, group membership, affective learning and counseling skills for teachers.

Alternative Careers to Teaching

As teachers continue to improve their knowledge and skills as a teacher many are interested in exploring other employment possibilities in an allied field. This section will provide an awareness of potential alternatives to teaching both in education and allied fields.

Emerging Educational Designs

In this block new educational designs will be investigated. Contemporary trends and concerns will be the focus of the block.

Additional Subject Matter Competencies

For teachers who desire to build additional competence in a discipline this block will be designed to add relevant information for teachers.

Special Education Block

A trend in special education is to integrate students with exceptionalities with "normal" students. Teachers in many cases have little experience in working with these exceptional students. This block will contain experiences on the nature of the population and strategies for teaching this population.

V. Independent Study Project (3-10 credit hours)

Rationale: Too frequently students in masters degree programs take a sequence of courses and never have the responsibility to inquire into an area of personal concern and commitment. This component of the program provides that opportunity. Every student will be responsible for designing an area of personal study which will be evidenced by a paper, presentation, action research, or some other product. The personal study

project or projects will be derived from the Basic Core Phase, the Areas of Alternative Study Phase or an area of personal interest. These efforts will be approved and supervised by the faculty.

Summative Evaluation

Rationale: Each of the topics in the Basic Core will require mastery. It is necessary that prior to leaving the program students demonstrate that they can combine all of the topics in the Basic Core in some effective manner.

Before successful completion of the program students will demonstrate competence in the skills included in the Basic Core. This evaluation will be conducted after students have finished all Basic Core requirements. While the exact format is to be determined, it will include a teaching performance test using pupils in a K-12 school setting as part of the evaluation. Each student will participate in the following exit assessment procedures; Attitude Assessment, Mastery Test of Review of the Basic Core Products, and Demonstration of Teaching Competence.

Appendix B

Lists of Invited Educators

Lists of Educators Who Attended
Group Meetings

EDUCATORS INVITED TO MAY 10, 1976 MEETING AT PENN HIGH SCHOOL

Dr. Thomas D. Terry
Dr. A. Dean Speicher
Dr. Richard D. Miller
Mr. Al Bias
Mr. James Boyle
Mrs. Patricia Geedy
Mr. Robert Linner
Mrs. Dona Pasto
Mr. Philip Lambert
Mr. Mark Marker
Mr. Cyril Cole
Mrs. Bertha Anderson
Mrs. Marjorie Riemenschneider

Educators Attending Meeting

Mrs. Dona Pasto - Unit Leader, Kindergarten, Elsie Rogers School
Dr. A. Dean Speicher - Superintendent, Penn-Harris-Madison School Corporation
Mrs. Patricia Geedy - Elementary, Eastwood School
Mr. Cyril Cole - Principal-Teacher, Madison (P-H-M) Elementary School
Mrs. Bertha Anderson - Business Teacher, Penn High School
Mr. Eugene Hungate (Substitute for Mr. Al Bias), Vice Principal, Elkhart Central High School
Mr. Philip Lambert- Principal, Penn High School
Mr. James Boyle - English Dept. Chairman, Elkhart Memorial High School
Dr. L. James Walter - IUSB, Director of Secondary Education
Dr. Judith A. Redwine - IUSB, Director of Elementary Education
Mrs. Pat Haas - IUSB, Research Assistant

EDUCATORS INVITED TO MAY 12, 1976 MEETING AT JACKSON MIDDLE SCHOOL

Mr. Donald A. Dake
Mr. Robert Million
Mrs. Alma Powell
Mr. Loren Weldy
Mrs. Betty Baim
Mr. Russell Rothermel
Mrs. Joni Williamson
Mr. Phillip Peregrine
Mrs. Linda Buress
Mr. John E. Byers, Sr.
Mrs. Jeannette Gherardi

Educators Attending Meeting

Mrs. Joni Williamson - Resource teacher, Perley School
Mr. Phillip Peregrine - Assistant Principal, Washington High School
Mrs. Alma Powell - Assistant Principal, Central Middle School
Mr. Robert Million - Principal, Washington High School
Mr. John E. Byers, Sr. - Principal, Jackson Middle School
Mr. Loren Weldy - Principal, Eggleston (Elementary) School
Dr. L. James Walter - IUSB, Director of Secondary Education
Dr. Judith A. Redwine - IUSB, Director of Elementary Education
Mrs. Pat Haas - IUSB, Research Assistant

EDUCATORS INVITED TO MAY 13, 1976 MEETING AT BEIGER SCHOOL

Dr. Kenneth J. Koger
Mr. Harold Zeltwanger
Mrs. Wanda Magee
Dr. Terry Jackson
Ms. Lenore Janman
Mr. Craig Scheu
Mrs. Erma Gassensmith
Dr. L. Thomas Moore
Mrs. Ruth Olsen
Mrs. Ann Gulyanics
Mr. Dennis Cackowski
Mr. R. Steven Mills
Mr. Tom Szumski

Educators Attending Meeting

Dr. Kenneth J. Koger - Superintendent, School City of Mishawaka
Mr. R. Steven Mills - Principal, Osceola (Elementary) School
Mrs. Ann Gulyanics - English teacher, Mishawaka High School
Mrs. Wanda Magee - Kindergarten teacher, Beiger School
Mr. Dennis Cackowski - Elementary teacher, Osceola School
Mr. Harold Zeltwanger - Principal, Beiger School
Dr. L. James Walter - IUSB, Director of Secondary Education
Dr. Judith A. Redwine - IUSB, Director of Elementary Education
Mrs. Pat Haas - IUSB, Research Assistant